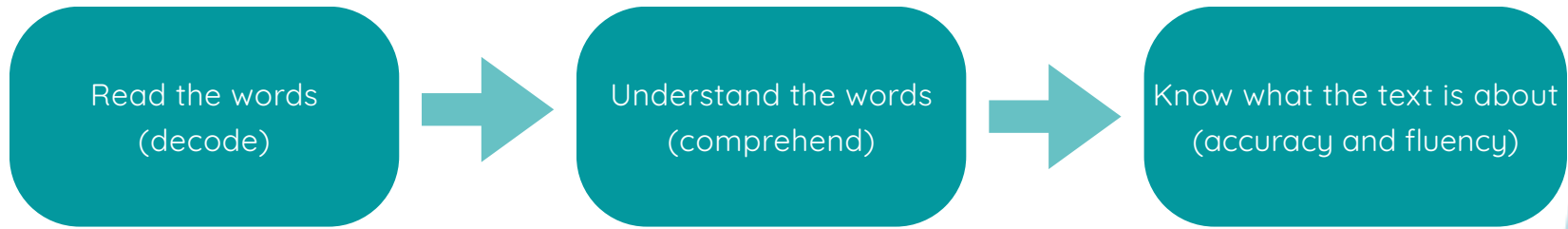


Section 7: Reading



Reading is not an easy task. It requires that we do three things at once:



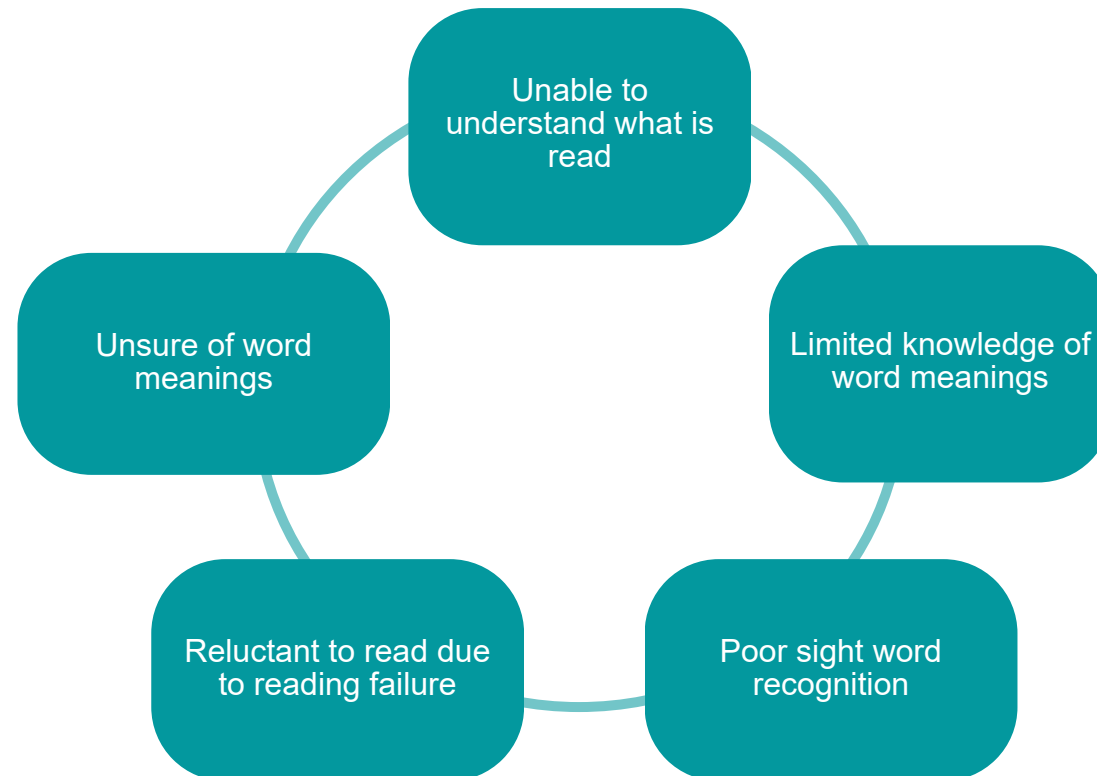
The main reason we read is to understand the text. This means that we need to understand the words and how sentences are formed. Listening to stories, rhymes and poems is a great way for children to learn new words and understand how language works.

Sometimes children may have trouble reading for various reasons:

- They might find it hard to read because of Dyslexia or other Specific Literacy Difficulties
- They might not understand the text because of language or hearing problems
- They might have vision issues or trouble keeping track of text on a page
- They might be learning English as a second language and find it hard to read due to a lack of experience of English
- They might also have additional needs such as Attention Deficit Hyperactivity Disorder (ADHD), Developmental Language Disorder (DLD) or Autism

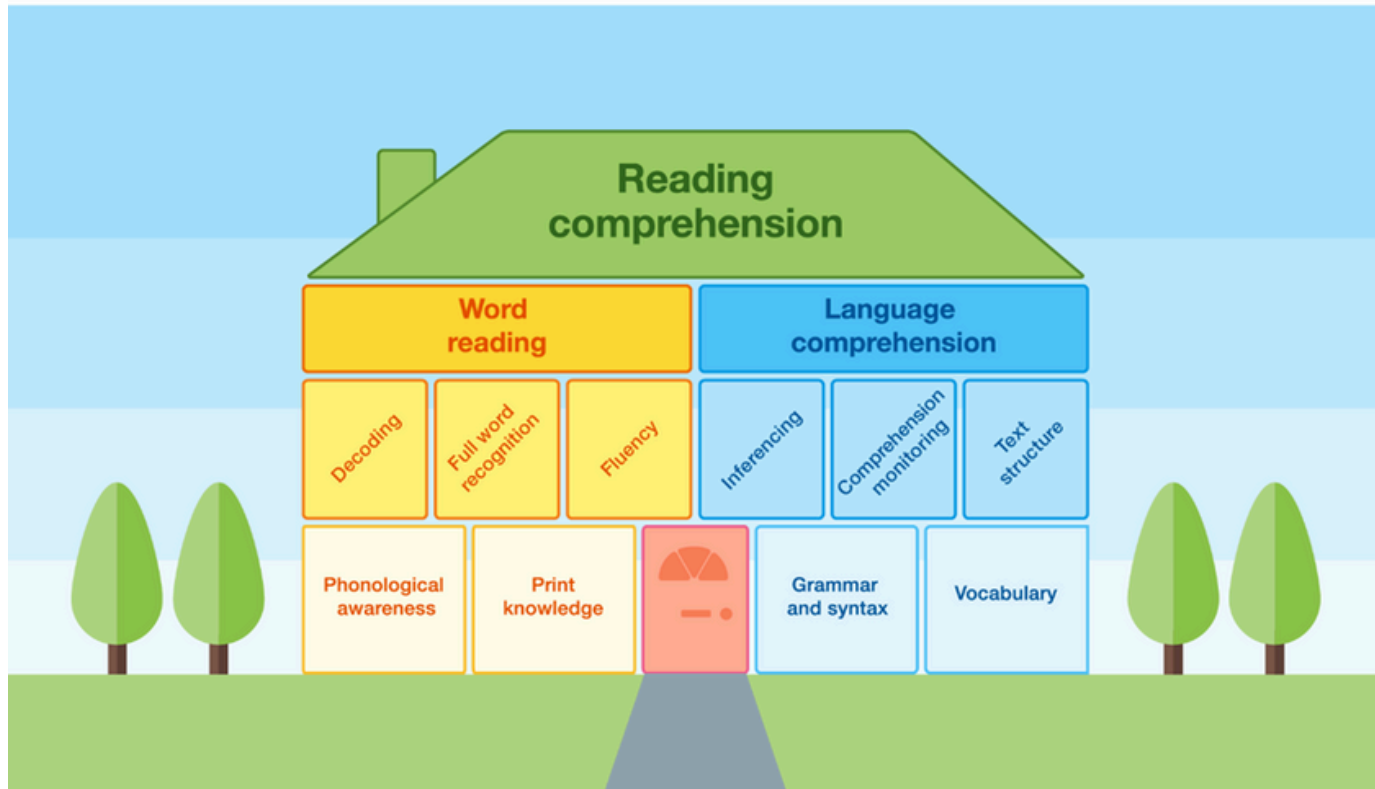
A one-size fits all approach will not work for every child when teaching reading. The English Language is very complex and children who have learning difficulties will need to draw on all the sources of knowledge in order to read a book fluently. Your child may find reading difficult because:

- They do not know the letters and the sounds that they make
- They are unsure how to put words together to make sentences
- They struggle to spot patterns in words
- They feel anxious or worried when asked to read
- They find it hard to understand what words mean
- They have trouble understanding what they have just read, even if they have said the words correctly
- They have poor working memory which hinders them remembering sounds, words and sentences
- They may not process correctly what they are seeing



Reading is a complex process and the Reading Comprehension House shows all the parts that need to work together in order to read and understand effectively. The Reading Comprehension House, sets out the essential blocks needed for the reading process:

- Understand that we read from left to right, top to bottom
- Understand the meaning of words and the importance of building vocabulary
- Understand a well-structured sentence
- Understand that it is useful to know whole words, syllables, word patterns (onset and rime) and individual sounds
- Understand the importance of the initial sound in a word and of tracking across a word
- Understand that stories carry meaning



Reading Comprehension House - the sum of many parts - Adapted from Hogan, Bridges, Justice and Cain (2011).

The left-hand side of the house shows that to become good readers; children need to develop an awareness of how the sounds in a word are related to language (phonological awareness) and an understanding of how language is shown in writing (orthographic awareness). Skilled readers begin to recognise some full words automatically after reading them over time repeatedly. This helps to create a faster speed of reading.

The right-hand side of the house shows that to build strong language comprehension skills; children need to understand grammar and build up vocabulary. Children will also need to learn how to read in between the lines (inference) and check they understand what they have read (comprehension monitoring). It is important that all skills are developed side by side. When taught in a clear, connected way, it helps your child remember and use what they have learned more easily.

Section 7.1

Foundation Stage (Age 4-6)

Reading



Impact

May not be able to read three or four letter words using phonic skills or recognise word patterns

May have difficulty with the vowel sound in words e.g. /a/ sound in 'cat'

May struggle to hear sounds in sequence within three or four letter words

Practical Strategies

- Teaching words in word patterns, such as 'cat,' 'mat' helps the child support the working memory as the child has only to remember the onset and the rime. Ensure your child has secure sound knowledge
- The Simultaneous Oral Spelling (SOS) strategy for learning words from word patterns:
 - **Teacher Guidance: Simultaneous Oral Spelling Instructions | Literacy Inclusion Toolkit**
 - **EA Guidance Video: Simultaneous Oral Spelling (SOS) (4:39 mins)**
- Use dictated sentences, to check your child remembers the word correctly in context:
 - **Teacher Guidance: Dictation Routine | Literacy Inclusion Toolkit**
 - **EA Guidance Video: Dictation Routine (9:02 mins)**
- Sort words into groups according to the new sound, for example:
 - Ship, shot, shin
- Provide opportunities for reading target words in text, that only uses the pattern taught:
 - **EA Guidance Video: Reading in structure - single words (3:13 mins)**

Impact

May not understand that words carry meaning

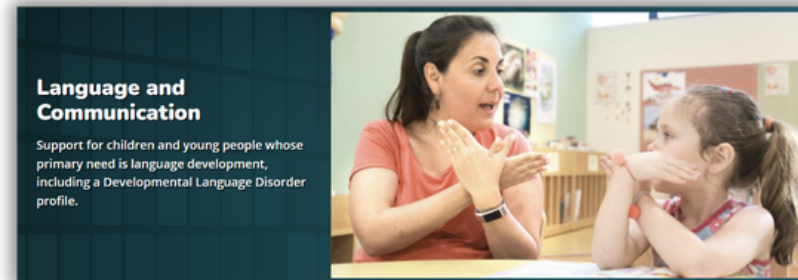
May struggle to understand a story

Vocabulary knowledge is limited

Difficulty in creating or recognising rhyme in words

Practical Strategies

- Talk about the meaning of unknown words when reading
- Talk about the book before you read it to set the scene:
 - I wonder what it is about?
 - Who do you think is in it?
- Use drama to encourage your child to participate and understand content of a story
- Provide audio books
- A guide for parents for developing children's language:
 - **Fun Activities for Language Development: A Guide for Parents** (eani.org.uk).



- Nursery rhymes and rhyming stories help the child predict rhyme
- When reading familiar books, or saying nursery rhymes, ask your child to finish the sentence by saying the rhyming word. For example, “Humpty Dumpty sat on the wall. Humpty Dumpty had a big ___”
- Sort rhyming objects/words/pictures
- Look at rhyming words together, ‘mop’ or ‘mat’ are they the same or different? ‘Cat’ and ‘hat’ are they the same or different?
- **Getting Ready to Learn**
- **Language and Communication | SEND Plan**

May lack fluency and makes mistakes often

May read in a very staccato manner

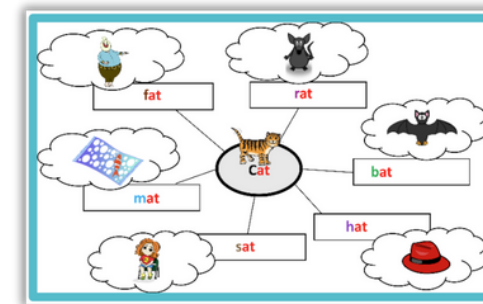
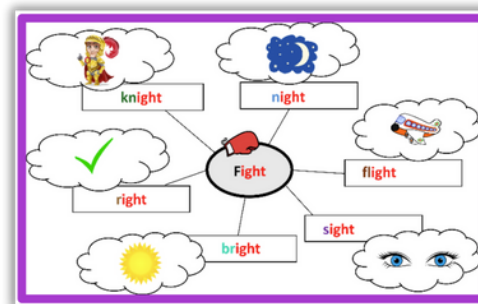
May guess words in a sentence

Guesses words based on picture cues and is not recognising words

Practical Strategies

- Read aloud to your child and model expression. Ask him/her to join in with expressive phrases, for example, “suddenly the monster roared (roar together) and the children yelled (shout “Aghh!” together)”
- Teach reading strategies and have visuals representing the strategies:
 - Read ahead in the sentence
 - Look across a word
 - Look at initial sound
 - Do you recognise any other sounds
 - Do you recognise any chunks, such as ‘at’ in ‘mat’
 - Use the picture - does your word make sense?
 - Notice the punctuation

- Teach ‘anchor words’ or some key words, e.g. ‘the,’ ‘in,’ ‘box.’ Explain the meaning and show your child what they look like in a sentence:
 - The cat is in the box
 - The boy is in the box
- Develop quick word recognition through repetitive games (flash cards, matching games)



May guess words in a sentence

Guesses words based on picture cues and is not recognising words (continued)

Practical Strategies

- Use the 'Listen, Search, Select, Write' strategy:
 - The parent reads 3 or 4 words - cat, hat, sat, mat and asks the child to select a specific word
 - The child searches across 4 words to identify the word you have said
 - The child selects the word said by the parent
 - The child writes the word down
- Activities to reinforce word recognition:
 - Select correct words in cloze procedure passage
 - Complete jumbled sentences
 - Progress to writing a sentence under the picture
- Provide opportunities to develop sentence recognition and sentence structure. Model a complete sentence. Use punctuation and reinforce that the sentence must make sense
- Provide sequencing activities, depending on ability of pupil and ask to organise:
 - Provide 3 - 7 pictures, demonstrating a story sequence
 - Provide 3 - 5 sequence sentence strips
- Visual processing games:
 - Spot the Difference
 - Kim's Game
 - Letter Bingo, Letter Sorting, Letter Grid searches
 - Mazes, Simon Says

Impact

May have difficulties with counting syllables in a word

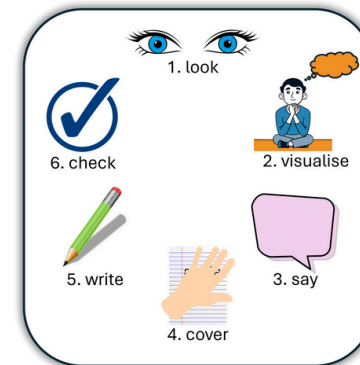
May have trouble reading or have slow recall of High Frequency Words

Practical Strategies

- 'Clap out' the syllables in a word, for example, school/bag, sum/mer
 - Chin bumps - putting a hand under your chin, every time your chin drops it counts as a syllable
 - Stamp out syllables using your feet

- Use the Look, Visualise, Say, Cover, Write and Check (LVSCWC) strategy:
 - Look - Write the word down and ask the child to look at the word for about 10 seconds
 - Visualise - Look at the size, shape, position of each letter in the word
 - Say the word - child says the word
 - Cover the word
 - Write the word from memory
 - Have the child say each letter name aloud as he/she writes it
 - Check his/her word against the correctly written word
 - If incorrect, notice the mistakes and repeat

• **EA Cognition & Learning - Literacy Newsletter Issue 2: Reading**



Impact

May have trouble reading or have slow recall of High Frequency Words (continued)

May have a difficulty in understanding left to right orientation

May find it difficult to keep place in text

May struggle to learn new vocabulary

Practical Strategies

- Oral Modelling of the High Frequency Words
 - Verbalise the word and use in a sentence
 - Write the spoken sentence on the reverse of a flashcard
 - Child draws a picture above the sentence
 - Child holds flashcard, looks at the keyword on front, reads the word and tries to recall the sentence on the back
 - Turn card over to check sentence

- During Guided reading encourage your child to finger point to each word, moving from left to right
- Use a reading ruler to help keep place in book/text
- Introduce Clicker 8 - 'sentence sets' to model directionality and use of punctuation
- It is important to explain any new vocabulary and provide a visual as you introduce the word
- Use Clicker 8 to create 'word banks' and alphabetically organise topic words

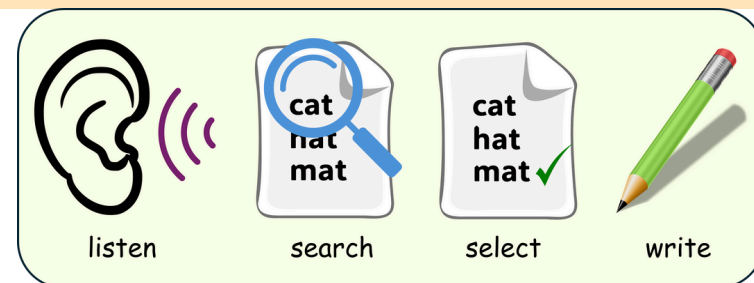


The child may confuse easy words, for example, 'a,' 'in,' 'the,' 'it'

Omits 'little' words, for example, 'in' and 'on'. Omits affixes such as 's'

Practical Strategies

- Provide visual tracking activities and ask the child to find and select a specific key word
- Practise Listen, Search, Select, Write strategy:
 - The parent reads 3 or 4 words - cat, hat, sat, mat and asks the child to select a specific word
 - The child listens to the words
 - The child searches across 4 words to identify the word the parent has said
 - The child selects the word said by the parent
 - The child writes the word
- Activities to reinforce word recognition:
 - Select correct words in cloze procedure passage
 - Complete jumbled sentences
 - Progress to writing a sentence under the picture
- Visual processing games:
 - Spot the Difference
 - Kim's Game
 - Letter Bingo, Letter Sorting, Letter Grid Searches
 - Mazes, Simon Says
 - Complete the Picture, Feely Bags with Letter Shapes



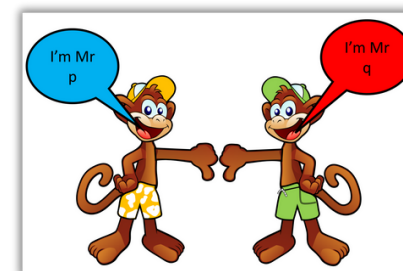
May have difficulty remembering letter/sound knowledge

May mix up sounds and letters when reading, (/b/d/, /p/q/)

Practical Strategies

- Provide daily practice of letter/sound knowledge using the alphabet arc:
 - **EA Guidance Video: Introducing the grapheme (1:59 mins)**
- Follow a Flashcard Routine to overlearn letter/sound correspondence:
 - Letter sound, for example /a/
 - Letter name 'a'
 - Representative picture - 'apple' or child's own picture
- Demonstrate how the letter is formed using the handwriting routine:
 - **EA Guidance Video: Handwriting Routine (2:27 mins)**
 - Child traces over the parent's model
 - Child copies the letter
 - Child writes the letter from memory
 - Finally, the child writes the letter with eyes closed. Teaching words in word patterns, such as 'cat,' 'mat' supports the working memory as the child has only to remember the onset and the rime

- Provide a tabletop reminder for the child to refer to in an area where homework is completed:
 - **Printable Resource: Letter Orientation Prompts | Literacy Inclusion Toolkit**



Section 7.2

Primary Stage (Age 7-11)

Reading



May appear to have no awareness of strategies to help when stuck at a word and guess words or make up their own version of the text

May not understand what a sentence is and is unable to make a simple sentence

Practical Strategies

- Use reading strategies:
 - Read ahead
 - Use the picture prompt
 - Use grapheme/phoneme knowledge about the word
 - Break the word into syllables
 - Use word analogy to help work out a word, for example, if he/she can read 'pin' then he/she can also read 'thin'
 - Teach 'anchor words' to help your child to recognise the difference between a word and a sentence. This enables him/her to notice beginning and end sounds in a word
 - Use the 'Listen, Search, Select, Write' strategy:
 - The parent reads 3 or 4 words – sand, hand, land and asks the child to select a specific word
 - The child listens to the words
 - The child searches across the words to identify the word the parent has said
 - The child selects the word said by the parent
 - The child writes the word
- Make jumbled sentences and cloze procedures to enable your child to develop awareness of key words while also learning about grammar and structure of a sentence
- Activities to reinforce words:
 - Select correct words in cloze procedure passage
 - Complete jumbled sentences
 - Progress to writing a sentence under the picture

Impact

May have a limited awareness or comprehension of a story

May find it difficult to hear and distinguish sounds within words

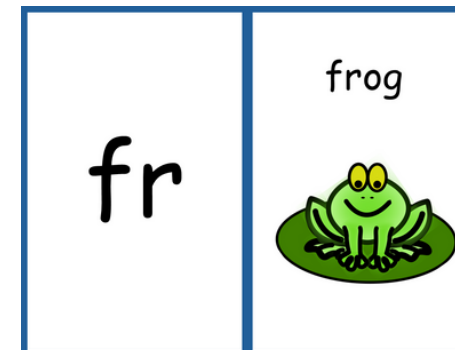
May struggle to blend and segment simple three and four letter words such as **pin, tin, trap, snap, sand, hand**

May have difficulty isolating individual sounds within words and may struggle moving the sounds within words

Practical Strategies

- It is helpful to ask your child questions to develop his/her understanding of words within a sentence, for example, “What is Pam doing?”
- Re-read and highlight target words and phrases using coloured pens/highlighters to help understanding
- Encourage visualising the story in his/her mind

- Routine for overlearning. Flashcards help connect knowledge of letter and sound(s). They include a clue-word and picture to provide context and support the memory and recall. They can be used to build automaticity and fluency:
 - Beginning blend, for example /fr/
 - Clue word ‘frog’
 - Picture - ‘frog’ or child’s own picture
- **EA Guidance Video: Introduce the flashcard and flashcard routine (1:03 mins)**
- **EA Guidance Video: Introducing the grapheme (1:59 mins)**



Impact

May struggle to remember and recognise words learned before

May lose place when reading

Does not enjoy reading at home and shows no enthusiasm to attempt to read

Practical Strategies

- The Simultaneous Oral Spelling (SOS) strategy may be useful. This repetitive process helps learn new words and helps them stay in the long-term memory:
 - **EA Guidance Video: Simultaneous Oral Spelling (SOS) (4:39 mins)**
- Use Verbalisation to support memory by allowing the child to say aloud what he/she is trying to remember:
 - Naming the letters before writing a word
 - Repeating back a sentence before writing it

- Use a bookmark or reading ruler

- Set aside dedicated time for reading at a time with less noise and distraction
- Read aloud together in a happy, relaxed manner
- Provide the unknown words that your child finds tricky
 - Pause (when he/she finds a word tricky)
 - Prompt (to use reading strategies)
 - Praise (whether he/she reads the unknown word or not)
 - Provide opportunities to listen to stories for enjoyment
- **EA Cognition & Learning - Literacy Newsletter Issue 2: Reading**

Impact

Becomes frustrated during reading tasks

May read on at punctuation and appear to be unaware of punctuation

Practical Strategies

- The Five Finger Rule is a great strategy to teach your child to check if the book is a suitable read for them:
 - **EA Cognition & Learning - Literacy Newsletter Issue 2: Reading**
- Offer a wide range of reading materials that appeals to his/her interests
- Encourage reading of different materials:
 - comic magazines, catalogues, TV guide, sports pages, map reading, timetables and menus
- Turn the subtitles of TV programmes on so your child can see the written words on screen
- Encourage your child to keep going and develop resilience



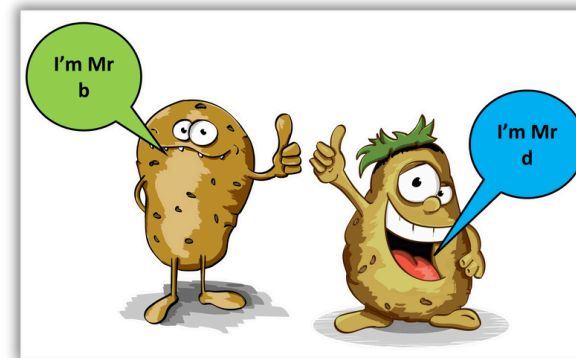
- Point out the punctuation in the text and explain what it means, for example, model taking a breath at a full stop or pause at commas, highlight speech marks and how speech should sound

May mix up sounds and letters when trying to read an unknown word, e.g. (/b/d/, /p/q/)

May have trouble reading High Frequency words

Practical Strategies

- Tabletop reminders help with any tricky letters or words. Display in an area where homework is completed
- Remind the child: Thumbs up for 'b' and 'd', thumbs down 'p' and 'q'



- Use the Look, Visualise, Say, Cover, Write and Check (LVSCWC) strategy:
 - Look - Write the word down and ask the child to look at the word for about 10 seconds
 - Visualise - Look at the size, shape, position of each letter in the word
 - Say the word - child says the word
 - Cover the word
 - Write the word from memory
 - Check his/her word against the correctly written word
 - If incorrect, notice the mistakes and repeat

Impact

May appear to rely on sound knowledge, for example, spells 'jumped' as 'jump't' so can misread suffixes

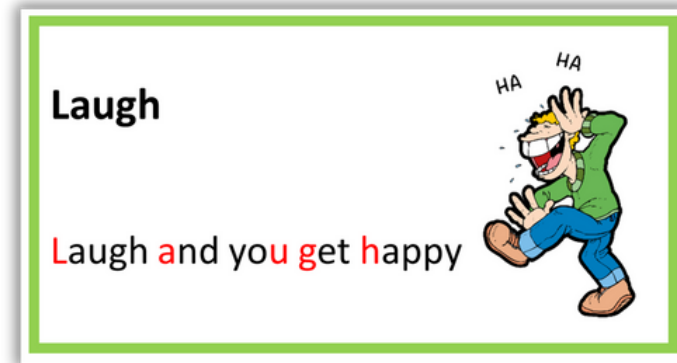
May be unfamiliar with spelling rules

May be slow processing information and this impacts on reading and ability to make connections

Practical Strategies

- Root words for example, the root word 'appear' can be changed by adding the prefix 'dis-' to 'disappear'
- The root word 'laugh,' can be changed to 'laughed' by adding the suffix '-ed'

- Look at some spelling rules together as this will help develop word recognition
- **Teacher Guidance: Spelling rules**



- Encourage your child to stop between paragraphs and retell the events in his/her own words, discussing what he/she understood/did not understand
- Set personal goals. It is important to show your child how to improve in something that is difficult for him/her

Impact

Reading is slow and laboured

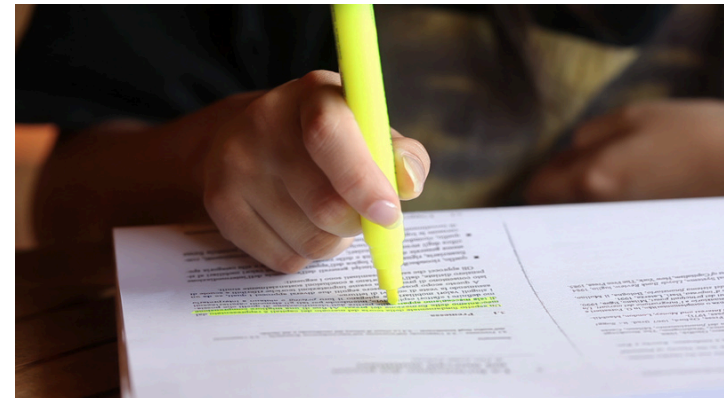
Reading lacks expression

May have word finding difficulties when answering questions about a text

Practical Strategies

- Model fluent and expressive reading
- Help increase pace of reading by re-reading text together
- Highlight using expression in your voice and allow your child to copy
- Re-read books with your child
- Your child could create his/her own books or a short story and read aloud to you or younger members of the family
- He/she can listen to a sentence read without expression and discuss the punctuation required
- Ask your child questions to cross check for other sources of information, for example, does the sentence make sense or can he/she predict the next word using context as a guide

- Highlight key information or key words and explain
- Re-read the text
- Encourage your child to summarise parts of the text
- Show your child how to read quickly for key words



Section 7.3

Post Primary Stage (Age 11+)

Reading



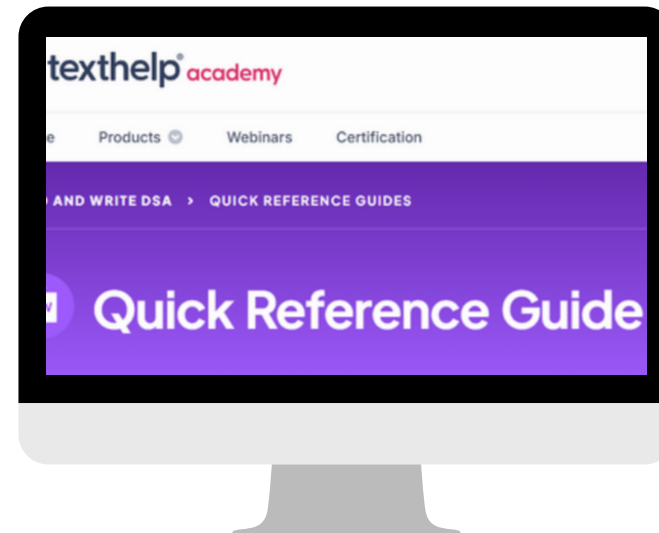
Impact

The young person may have difficulties keeping his/her place in a text

May struggle to understand the text as so much effort is being used to read words

Practical Strategies

- A reading ruler may be useful to help keep his/her place when reading
- Use of Read&Write screen masking tool enables the child/young person to highlight small pieces of text and can aid focus and attention
- [Read&Write Quick Reference Guides | Texthelp](#)



- Re-read the passage using coloured highlighters to highlight a key phrase in each paragraph
- Use Read&Write toolbar speech function to re-read the passage at his/her own pace
- [Read&Write Quick Reference Guides | Texthelp](#)

Impact

May have trouble remembering what he/she read about a text

May struggle to respond to comprehension questions in different subjects and finds it difficult to understand text

May find it difficult to remember a certain topic word

May find it difficult to read around subjects on his/her own

Practical Strategies

- Summarise his/her ideas at the end of each page
- Help identify what is most important in a topic
- Look at text layout:
 - headings, sub-headings, bold print, italics, diagrams, boxed information
- Use Assistive Technology to help read difficult words aloud and record ideas before they are forgotten:
 - **EA Guidance: Microsoft Dictate Help Sheet | Literacy Inclusion Toolkit**
 - **Read&Write Quick Reference Guide**
 - **Read&Write for Windows: Support tools for students with Dyslexia**

- A supportive and inclusive vocabulary list related to the subject can be created using the Read&Write toolbar

- Listening to audio books is a great way for a young person to follow a book in which he/she may be interested. Free access to audio books is available through **Libraries NI**
- Download the BorrowBox or Libby app onto your smart device. Browse the collections, choose an eBook/audio book and click borrow

May struggle to summarise the text

May find it difficult to recognise patterns in words and as a result may be unable to apply this understanding to unfamiliar words, guessing, rather than reading carefully across a word

Practical Strategies

- Use a step-by-step approach:
 - Highlight the first sentence of each paragraph
 - Read aloud
 - Write one key word next to each paragraph
 - Retell the key event

- Help the child/young person to recognise larger units of letters such as onset/rime. The 'onset' is everything before the vowel, for example, 'fr' in 'fright.' The rime is the vowel and everything after, for example 'ight' in 'fright'
- Help the child/young person to sort words into onset/rime word lists which will help him/her to read other words with the same ending, for example, 'night,' 'light,' 'flight,' 'sight'